



Music

Progression Pathways

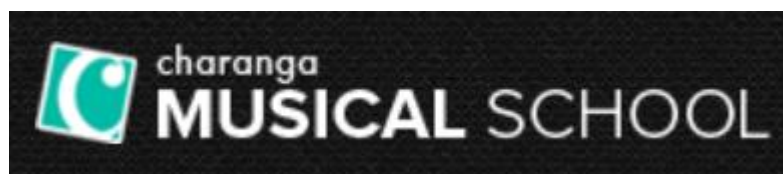
Listen
and
review

Understa
nd how
music is
created

Learn to
sing and
use
voices

Play a
musical
instrume
nt

Perform
and
evaluate
music



Listen and review

Reception

To learn that music can touch your feelings.

To enjoy moving to music by dancing, marching, being animals or Pop stars.

Year 1

To learn how to enjoy moving to music by dancing, marching, being animals or pop stars.

Year 2

To learn how to enjoy moving to music by dancing, marching, being animals or pop stars.

To learn how songs can tell a story or describe an idea.

Year 3

To confidently identify and move to the pulse.
To think about what the words of a song mean.
To take it in turn to discuss how the song makes them feel.
Listen carefully and respectfully to other people's thoughts about the music.

Year 4

To confidently identify and move to the pulse.
To talk about the musical dimensions working together in the Unit songs e.g., dynamics.
Talk about the music and how it makes them feel.
Listen carefully and respectfully to other people's thoughts about the music.
When talking, use music vocabulary.

Year 5
and 6

Listen to and talk about a wide range of diverse repertoire.
Listen with concentration to longer pieces/ extracts of music.
Listen to live/recorded extracts of different kinds of music and identify where appropriate A steady pulse/no steady pulse/specific rhythm pattern or event.
The speed (tempo) of the music, the volume (dynamics) and the melody.
Notice and explore how music reflects time, place, and culture.
Talk about the music and how it makes them feel.
Listen carefully and respectfully to other people's thoughts about the music.



Reception

Pulse, rhythm and pitch.
Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.
Copy basic rhythm patterns of single words, building to short phrases from the songs.
Explore high and low using voices and sounds and characters in the songs.
Listen to high-pitched and low-pitched sounds on a glockenspiel.

Year 2

Games that embed pulse, rhythm to copy and pitch.
Create own rhythms and copy back and create different vocal warm-ups to 'la'
Improvisation – using voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turn to improvise using one or two notes.
Create simple melodies using one, three or five different notes.
Learn how the notes of the composition can be written down and changed if necessary.

Year 4

Games that embed rhythm, pulse and pitch
Clap and say back rhythms and create own simple rhythms, lead class with rhythms.
Pitch copy back, listen and sing back vocal warm ups.
Improvise using instruments in the context of a song they are learning to perform using one, two or three notes and taking turns.
Help create at least one simple melody using one, three or all five different notes.
Plan and create a section of music that can be performed within the context of the unit song.
Talk about how it was created.
Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Understand how music is created

Year 1

Games that embed pulse, rhythm and pitch.
Vocal warm-ups to the sound 'la'
Improvisation of clapping and voices.
Improvisation of musical instruments using one or two notes.
Create a simple melody using one, two or three notes.
Learn how the notes of the composition can be written down.

Year 3

Games that embed the pulse, rhythm and pitch
Create own simple rhythm patterns and lead simple rhythms.
Copy pitch and vocal warm ups.
Improvise using instruments in the context of the song they are going to perform with either; Listen and play back, taking it in turns to play, or listen and copy back using two different notes.
Help create at least one simple melody using one, three or five different notes.
Plan and create a section of music that can be performed within the context of the unit song.
Talk about how it was created.
Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Year 5 and 6

Talk about music using appropriate musical terms and vocabulary, such as pitch (including note names/finger numbers), dynamics (loud/quiet - piano/forte), tempo (slow/fast - andante, presto), pulse, rhythm (including names of symbols e.g., crotchet, quavers, crotchet rest, minim), metre (beats in a bar), tonality, major/minor
Instrument-specific vocabulary: plucking, strumming, fretting and the parts of the instrument.
Explore long and short sounds, rhythm – duration appropriate to the music being played and sung (e.g., crotchets, beamed quavers, crotchet rests, minims.)
The rhythm patterns of words and sentences
Changes in pitch (intervals higher and lower – steps and leaps)
Sequences of sound (structure)
Sounds in response to a stimulus (visual - e.g., notation - or aural)
Improvise:
A simple melody from a selected group of notes (e.g., a pentatonic/diatonic scale or set of known instrumental notes from a piece).
Short repeated rhythmic patterns.
Rhythm patterns from words.
Compose a short A simple melody from a selected group of notes (e.g., a pentatonic scale or set of known instrumental notes from a piece).
Repeated rhythmic patterns (ostinati).
Rhythm Patterns from words.
Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).



Learn to sing use voices

Reception

To sing along with a pre-recorded song and add actions.
To sing along with the backing track.

Year 1

Learn about voices, singing notes of different pitches (high and low).
Learn to make different types of sounds with their voices.
Learn to start and stop singing when following a leader.

Year 2

Learn about voices singing notes of different pitches (high and low).
Learn that they can make different types of sounds with their voices.
Learn to find a comfortable singing position.
Learn to start and stop singing when following a leader.

Year 3

To sing in unison and in simple two-parts.
To demonstrate a good singing posture.
To follow a leader when singing.
To enjoy exploring singing solo.
To sing with awareness of being 'in tune'.
To have an awareness of the pulse internally when singing.

Year 4

To sing in unison and in simple two-parts.
To demonstrate a good singing posture.
To follow a leader when singing.
To enjoy exploring singing solo.
To sing with awareness of being 'in tune'.
To re-join the song if lost.
To listen to the group when singing.

Year 5 and 6

To sing confidently being aware of posture and good diction and follow the leader.
Plan breathing to begin singing and to allow for longer phrases.
Sing with an increasing awareness of the tone of their voices and the shape of the melody.
Sing in unison, more complex unison, or two or more-part rounds and part-songs, unaccompanied, call and copy, call and response using a minimum of one octave range.



Play a musical instrument

Reception

Year 1

Create Your Own Sounds, invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.

Year 2

Treat instruments carefully and with respect.
Learn to play an instrumental part of a song.
Play the part in time with the steady pulse.
Listen to and follow musical instructions from a leader.

Year 4

To treat instruments carefully and with respect.
Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.
To rehearse and perform their part within the context of the Unit song.
To listen to and follow musical instructions from a leader.
To experience leading the playing by making sure everyone plays in the playing section of the song.

Year 5 and 6

To treat the instruments carefully and with respect.
Play any one, or differentiated parts on a tuned instrument or part or the melody of the song from memory or using notation.
Using a guitar, demonstrating a good understanding of correct posture with minimal hand and finger movement.
Play using appropriate right hand technique.
Play keeping left hand fingers on their tips and behind the fret for closed notes.
Use thumb rest stroke where appropriate. Copy and improvise using extended rhythms and melodic phrases.
Perform whole pieces from notation.
To listen to and follow musical instructions from a leader by starting and stopping together.
Ensemble skills, such as play/sing with control, maintaining steady pulse, at various tempi and different dynamics.
Use of progressive pieces to teach, consolidate and revisit appropriate playing techniques for the instrument progression of rhythmic material and suitable structures (e.g., repeated sections –including repeat marks).



Reception

Perform any of the nursery rhymes by singing and adding actions or dance.
Perform any nursery rhymes or songs adding a simple instrumental part.
Record the performance to talk about.

Year 1

Choose a song they have learnt from the Charanga scheme and perform it.
To be able to include own ideas into the performance.
Record the performance and say how they were feeling about it.

Year 2

Choose a song they have learnt from the Charanga scheme and perform it.
Include own ideas to the performance.
Record the performance and say how they were feeling about it.

Year 3

To choose what to perform and create a programme.
To communicate the meaning of the words and clearly articulate them.
To talk about the best place to be when performing and how to stand or sit.
To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Year 4

To choose what to perform and create a programme.
Present a musical performance designed to capture the audience.
To communicate the meaning of the words and clearly articulate them.
To talk about the best place to be when performing and how to stand or sit.
To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Year 5 and 6

Demonstrate increasing confidence in performing as a group and as an individual (in supported contexts) as the year progresses.
Perform own compositions to capture the audience, showing meaning to playing and words.
Know the best way to perform, stand or sit.
Demonstrate increasing accuracy and control in singing and playing during performance as the year progress.
Perform to a range of audiences over the year including: each other (within the class), to other classes and staff within the school, whole key stage/whole school, in assembly or similar)
To parents such as a school concert/assembly.
Outside the school to other schools and unknown audiences and opportunities arising in the local community)
To record the performance and say how they were feeling, what they were pleased with what they would change and why.

